

Self Evaluation 2024-5



**PARKDALE
PRIMARY
SCHOOL**

Learning to Love . Loving to Learn



School Context and Demographics

Local Context

Parkdale Primary is a two-form entry 4-11 school with a planned admission number of 420. The school is popular and is typically full to capacity with a substantial waiting list for admissions to all year groups. It is situated on the edge of the City of Nottingham, but is a Nottinghamshire County school. Increasingly large numbers of pupils (currently approximately 1/3 of the roll) reside in Nottingham City and are 'out of catchment'. The school converted to Academy status in July 2018 and became part of the Transform Trust. Pupils in the school are organised into 14 classes, two per year group from Reception to Year 6. Since September 2021, following community consultation, the school has operated a nursery, Blossoms, capacity 39, for the first time.

A significant proportion of the school population have family origins in south Asia, notably Pakistan and Bangladesh. Most pupils are at least 2nd or 3rd generation and arrive with a range of fluency in English. Each year, a small number of new admissions arrive with little or no English.

School Values and Vision

[Link to Vision and Values document on Website here](#)

The driving force behind all that happens at Parkdale is the shared aim of every child enjoying access to a stimulating and engaging education, developing both academically and socially and leaving us as life long, independent learners, who are prepared to play a positive role in society.

Parkdale has a culture of high aspiration and expectation for each and every child, which enables our children to acquire knowledge, understanding and develop learning throughout the school. We are a school that strives to work in partnership with parents and families. We are open and transparent and we share information. We strive to create a learning community that extends beyond the perimeter of our site. We do everything we can to support families for the benefit of their children.

We aim to fully develop any interests or talents that our children have, through the provision of a broad curriculum which values all subjects, the Arts and Sports. We aim to provide as many enrichment activities and activity clubs for pupils as we can.

We recognise that bullying can happen in any setting and have a zero tolerance approach to this. We have a clear Anti-Bullying Policy and a 'Charter' to which all staff and pupils sign up. Targets of bullying will be listened to and the behaviour of the bully will be addressed.

The school has a 'values-led' approach to the curriculum. Alongside development of the shared Transform Trust values and 'British Values', the school has, following consultation with stakeholders, redesigned the curriculum to be driven by three core value sets: Environmental, Peace and Social Justice, Identity and Belonging.

Timeline of Significant Events

September 2013: Appointment of current Head
July 2014: OfSTED inspection
July 2018: Academy conversion
September 2021: Opening of F1 Nursery provision
November 2022: OfSTED Inspection
August 2023: Apple Accredited School Status Achieved
September 2024: SLT re-structure following appointment of Co-Deputy to a Headship within the Trust

Attainment on Entry

Typically well below expectation. Until September 2021, the school did not have Nursery provision; children were admitted into Reception from a large number of private settings. Baseline data for the past 5 years has been no higher than 20% at age-related expectation in the prime areas. The school has repeatedly moderated this against other settings. The school's Speech & Language Therapist also conducts early assessments and typically finds an overall delay in language acquisition and a disproportionate number of children behind with this and/or with a communication concern. A significant number of children arrive in school with Special Needs which have not been identified or addressed in a previous setting.

Previous Inspection

Inspection Dates: 8th and 9th November 2022
Overall effectiveness - This inspection: Good
Quality of Education: Good
Behaviour and Attitudes: Outstanding
Personal Development: Outstanding
Leadership and Management Good
Early Years Provision: Good

A few subjects, namely art and design and history, are at a less advanced stage of planning. In these subjects, leaders have not fully identified the key knowledge pupils should learn or the order in which they will learn it. Pupils do not always recall important knowledge or use subject-specific vocabulary as confidently as they do in most other subjects.

Actions: Complete review of History and Geography curriculum leading to new documentation outlining all contextual and disciplinary knowledge, year by year, topic by topic.

Complete review of Art planning, which now states precise knowledge for each year group

Sometimes lessons are not well adapted to meet the needs of all pupils who struggle to read.

Actions: This arose from one phonics observation in which one pupil, normally withdrawn for an intervention, was not as his 1-1 TA was in an interview with the inspection team. Review of phonics provision conducted. No issues highlighted. Provision continues to be some whole class, with support and follow-up for identified children, as per the recommended structure for Phonics Bug, a DfE approved programme.

Demographics 2024-25

Pupils:	461	
Gender:	Boys 49.5%, Girls 50.5%	
Minority Ethnic Background:	56.4%	Most significant groups (by size): White-British 43%; Pakistani 28%; White and Black-Caribbean 4%; White and Asian 4%
		Note: changing demographic. Percentage increases the further down the school one goes. 65% from N1 to Y2.
English as an Additional Language:	23%	Note: changing demographic. Percentage increases the further down the school one goes. 29% from N1 to Y2.
Pupils with Special Educational Needs		
SEND Support	12%	
EHC Plan	2.2%	
Identified as Vulnerable	33%	
Disadvantaged Pupils		
Ever 6 FSM	21%	
Absence		
Overall	4.9%	
Authorised	4.0%	
Unauthorised	0.9%	
Persistent Absentees	10%	

Statutory Performance Data 2022-24												
Year	2022				2023				2024			
Statutory Outcomes	School Expected	School GD	National EXS	National GD	School Expected	School GD	National EXS	National GD	School Expected	School GD	National EXS	National GD
EYFS (GLD)	77%		65%		72%		67%		65%		68%	
Y1 Phonics Screening	83%		75%		87%		79%		80%		80%	
Y2 Phonics	95%		87%		92%		89%		90%		91%	
Y4 Multiplication Check												
KS2 Reading	82%	35%	73%	28%	73%	28%	73%	29%	78%	31%	74%	28%
KS2 Writing	77%	18%	71%	13%	82%	10%	71%	13%	81%	25%	72%	12%
KS2 Mathematics	75%	28%	73%	27%	85%	31%	73%	24%	78%	34%	73%	23%
KS2 Spelling & Grammar	80%	25%	72%	28%	80%	40%	72%	30%	81%	39%	72%	31%
KS2 Science			79%				80%					
KS2 RWM Combined	70%	10%	59%	7%	70%	10%	59%	8%	71%	20%	61%	7%

Disadvantaged (Ever 6 FSM) Data 2022-24 R,W,M Combined at End of KS2										
Year	The Gap						Outcome Comparators			
(Cohort size)	School Ever 6	School Non-Ever 6	In-School Gap	National Gap	Local Authority Gap	Gedling Borough Gap	National PP	National Non-PP	LA PP	LA Non-PP
2022 (8)	62%	72%	10%	22%	23.1%	21.2%	43%	65%	42%	43%
2023 (13)	65%	72.5%	7.5%	21%	24.2%	30.4%	45%	67%	43%	67%
2024 (12)	75%	69.8%	-5.2%	22%	23.3%	18.4%	46%	68%	45%	68%

KS1 to KS2 Progress											
Year	DfE Progress Scores			>= Expected Progress				High Progress			
	Reading	Maths	Writing	Reading	GPS	Maths	Writing	Reading	GPS	Maths	Writing
2020-21	+3.1 (sig+)	+2.4 (Sig+)	+1.5	88%	No data	87%	80%	No data			
2021-22	+1.5	+0.6	+1.7 (Sig+)	82%	80%	75%	77%	35%	25%	28%	18%
2022 - 23	+1	+2.6	+2.5	73%	80%	85%	82%	28.3%	40%	32%	18%
2023-24	Not available										
2024 - 25	Not available										

Notes: Data taken back to 2021 as there is no data available for 2024 and will be none for 2025.
 >= Expected and High progress data taken from Notts County Council Performance Handbook.

Cohort Progress*

* Not accounting for any pupil movement into or out of cohort

Year 6	KS2 Combined	KS1 Combined	Phonics Screening	GLD	Notes
2024	71%	61%*	83%	75%	KS1 data as time of Covid closure
2023	70%	66%	83%	73%	
2022	70%	55%	92%	67%	
2021	76%	55%	75%	71%	KS2 data TA due to Covid
2020	83%	58%	75%	53%	KS2 data TA due to Covid
2019	81%	72%	68%	47%	KS1 data L2+ R,W,M

Attendance Overall (Y1-6)

Year	School	National	Notes
2023-24	94.8%	93.1%	
2022-23	93.7%	92.6%	
2021-22	93.9%	92.4%	
2020-21	96.2%	95.4%	Note neither school nor national include 'X' codes; those enforced by Covid restrictions
2019-20	93.8%	NA	No national statistical release due to COvid
2018-19	96.6%	95.3%	
2017-18	96.6%	95.2%	
2016-17	96.9%	95.3%	

Curriculum			
Leadership of the Curriculum			
Secure	Strong	Strengths	Areas to Develop
Leaders make sure that the curriculum is at least as ambitious in breadth and depth as the national curriculum, for all pupils.	The curriculum is expertly designed at each stage to enable pupils to develop secure, deep and fluent knowledge. This paves the way for future learning	<ul style="list-style-type: none"> The curriculum was reviewed following academisation, in consultation with all stakeholders, including the local community. It reflects the values and ambitions of stakeholders. The curriculum was directly mapped against the knowledge and skills prescribed in the national curriculum to be at least as ambitious and broad in every statement. Progression is similarly mapped against the national curriculum, reaching at least equivalent end-points by year and phase. Where schemes are used, they have been adopted with consideration of quality assurance and research. They are continually adapted to meet the needs of cohorts. Subject and phase leaders are trained and have the time and resources to manage their areas of responsibility. They attend Trust learning communities around their area. There is a comprehensive schedule of subject/curriculum monitoring in place. The curriculums for the Humanities and Art were reviewed following Ofsted 2022, with the introduction of clearer knowledge and progression mapping. The Humanities curriculum has been subject to further review in 2024-5, with expert outside support, with regard to geography and sustainability knowledge. Staff are comprehensively trained regarding practice, spaced retrieval and the implementation of Rosenshine's Principals and the architecture of learning. Time is built into the extended school day specifically for pre-teaching, addressing gaps, revisiting and retrieving knowledge. 	<ul style="list-style-type: none"> To continue to review the English curriculum in Key Stage One with the purpose of better embedding expected knowledge and skills more fully before transition to Key Stage 2. To conclude the 2024-25 further review of Humanities and implement any changes arising. To implement more consistent medium term planning with weekly overviews for all subjects for all year groups. To implement knowledge organisers for pupils in all subjects To continue to develop and embed outdoor education in the curriculum
Subject/area curriculums are well designed to build pupils' knowledge and skills sequentially and cumulatively.	The curriculum, whether designed, adapted or adopted, has been expertly developed over time to ensure its continued quality, effectiveness and, where relevant, subject-specific rigour.		
Subject/phase leaders have the expertise and/or support they need to ensure that the curriculum achieves its aims.			
Leaders make sure that the curriculum allows enough time for teaching, practising and revisiting content, and for addressing any gaps in pupils' knowledge as quickly as possible.			

Curriculum			
Communication & Language, Reading, Writing and Mathematics			
Secure	Strong	Strengths	Areas to Develop
<p>The curriculum extends pupils' language and vocabulary, both in spoken and written form, and increases their reading competency across all subjects.</p>	<p>The school has an expertly designed curriculum, which develops pupils' reading and writing through high quality texts and increasingly broad vocabulary across all subjects.</p>	<p>Communication and vocabulary are prioritised from N1 and continually through school.</p> <p>The school buys expertise from a Speech & language therapist to support staff development and to work with children from Early years upwards.</p> <p>There is an embedded programme of key vocabulary development.</p> <p>Vocabulary is specified in subject planning.</p> <p>The curriculum for English has been devised with expert support from the Trust with regard to the processes of learning to read and write.</p> <p>The curriculum for Maths (White Rose) is ambitious and was adopted following extensive research and consultation with experts at the Trust.</p> <p>Teaching of Grammar is based on a programme and pedagogy developed by an expert at the local authority.</p> <p>From low baselines, outcomes in Phonics are typically above national average.</p> <p>Outcomes in the Y4 Multiplication Check are significantly higher than national average.</p> <p>Despite low baseline attainment in these areas, outcomes in Reading, Writing and Mathematics are consistently well above national averages by end of KS2 at both the expected and Greater Depth levels.</p> <p>Outcomes in Spelling, Punctuation and Grammar are typically well above national average at Expected and Greater Depth by end of KS2.</p>	<p>Language and communication support for pupils who join the school in Key Stage 2 has been identified as an area to develop.</p> <p>The curriculum continues to be developed with regard to more strongly embedding Expected standards in Writing in more children at Key Stage 1.</p>
<p>The curriculum prioritises accurate and fluent word reading, spelling and mathematics.</p>			

Curriculum			
Inclusive Curriculum Culture and Practice			
Secure	Strong	Strengths	Areas to Develop
The curriculum is an entitlement for every pupil. Any adaptations are made carefully to avoid limiting expectation for disadvantaged pupils or pupils with SEND	Leaders make sure that all pupils gain the knowledge and skills to prepare them well to access the full curriculum and next stage of learning.	<p>All adults have high expectations and ambitions for all children.</p> <p>All pupils are entitled to the full curriculum where possible, by means of adaptive teaching and additional support.</p> <p>Where, due to highly complex needs and/or disability, pupils cannot access their age-expected curriculum, an alternative provision is in place, appropriate to their level of development. This takes the form of several internal alternative provision facilities.</p> <p>The school is reflective and recognises the challenges of provision for the pupils with the most complex needs and works closely with the trust, local authority and outside agencies.</p> <p>As an Apple Distinguished school in which all pupils have access to a 1:1 iPad, the school is continually adapting digital resources and pedagogy to support pupils with SEND.</p> <p>Disadvantaged pupils that do not demonstrate any other learning vulnerability typically achieve at least as well as non Disadvantaged, often better.</p> <p>Overall outcomes for all disadvantaged pupils demonstrate a smaller gap than national or local comparators and in many cohorts this gap 'negative'.</p>	<p>Teachers are being supported to adapt to classrooms largely without additional teaching support available. Work is ongoing to further improve adaptive quality first teaching.</p> <p>To develop and manage the lives, the area for the pupils with the most complex needs, is effectively as possible.</p>
Leaders take all reasonable steps to make sure that all pupils, including those attending alternative provision and those with SEND, can study an equally ambitious curriculum			
Curriculum			
Achievement in national tests and examinations			
Above Average	Well Above Average	Strengths	Areas to Develop
Pupils attainment in national tests and	Pupils' attainment in national tests and examinations over time	<ul style="list-style-type: none"> Attainment in KS2 national tests is consistently above national averages, often well above. 	<ul style="list-style-type: none"> For 2024, GLD was broadly in line with national average. For

examinations over time is above average	is well above national averages.	<ul style="list-style-type: none"> At KS2, this is reflected in both Expected+ and Greater Depth. End of KS2 cohorts affected by Covid closures have maintained combined outcomes broadly in line with pre-Covid levels of Expected+ and higher in GD. At KS2, there has been a steady increase in numbers achieving GD combined over recent years. The gap between disadvantaged pupils and non-disadvantaged pupils is consistently well below the national comparator. Disadvantaged pupils consistently have outcomes higher than the national average for both disadvantaged and non-disadvantaged pupils. In some years, GLD is higher than national and local averages. In some years, Phonics screening outcomes are higher than national and local averages Year 4 multiplication check outcomes are well above national averages. There is no progress data for 2024 or 2025. Progress data for 2022-23 showed above average from KS1 to KS2 in Writing and Maths. Progress in prior years showed above national average, frequently Sig+ Local authority progress data shows that typically over 80% of pupils make >= expected progress with significant numbers making high progress, This includes for Pupils whose KS2 was disrupted by Covid closures. 	<p>2025, this is projected to be lower than national average. This reflects increasingly complex SEND, low baselines and starting points, especially for the 50% of children who have not attended our Nursery. Close analysis of comparative cohort data over 7 years suggests these cohorts will still go on to exceed national by end of KS2. This is being closely monitored with an action plan in place.</p>
Pupils' Progress, as shown in national tests and examinations over time, is above national averages	Pupils' progress, as shown in national tests and examinations over time, is well above national averages.		
Over time, the difference between the attainment rate of the school's disadvantaged pupils and those of all non-disadvantaged pupils nationally is narrower than the difference between the attainment rates of all disadvantaged pupils and those of non-disadvantaged pupils nationally.	Over time, the difference between the attainment rate of the school's disadvantaged pupils and those of all non-disadvantaged pupils nationally is far narrower than the difference between the attainment rates of all disadvantaged pupils and those of non-disadvantaged pupils nationally.		

Attendance			
Strategic leadership to secure the best possible attendance			
Secure	Strong	Strengths	Areas to Develop
Leaders prioritise improving attendance	Leaders' steps to identify and tackle		<ul style="list-style-type: none"> Attendance remains below pre-Covid levels. School

<p>and punctuality and have an effective strategy in place. Leaders make sure that admission and attendance registers are completed accurately. Day-to-day processes to follow up absences are effective.</p>	<p>barriers result in sustained high attendance or rapid and notable improvement, both overall and for individuals and groups.</p>	<ul style="list-style-type: none"> Attendance has been consistently (unfailingly) above national and local averages pre and post-Covid. Numbers of PAs and SPAs have been consistently below national and local averages pre and post-Covid. Typically, the school is in decile 4 (top 30-40%) nationally for all pupils (DfE KYS data) Typically, the school is in decile 4 for Disadvantaged pupils (DfE KYS data). The school day is extended and structured to encourage attendance. Changes made during the Covid pandemic to support attendance have been kept operational. Over 70% of children engage in the extended day. The Pastoral Lead and Headteacher continually monitor attendance, using internal data and that provided by the Trust and DfE, for example the KYS Monitor Your School Attendance Summary Report. Data is closely analysed by cohort and pupil vulnerability groups. Focussed initiatives arise out of this, for example an incentive for a specific class/year. These operate alongside whole-school initiatives. All staff take responsibility for attendance of children in their care and are held accountable for this, for example through Appraisal targets or Pupil Progress Meetings. All staff have engaged in CPD brokered from the Trust around challenging conversations. 	<p>continues to try to effect a change in the community.</p> <ul style="list-style-type: none"> Attendance for Disadvantaged pupils overall is lower than for non-Disadvantaged – typically 2%. Attendance in Nursery is typically around 90% and the school aims to address this.
<p>Leaders analyse attendance information closely, at whole-school level and for different groups, to identify patterns and trends. They use this analysis well to identify the causes of poor attendance, tackle problems and remove barriers.</p>	<p>All staff have a high-profile role in promoting attendance. Training and support underpin their supportive but challenging conversations with pupils and families where attendance needs to improve.</p>		
<p>All staff understand the importance of paying close attention to pupils' attendance, taking opportunities to promote good attendance, and acting on absence promptly.</p>			

Attendance

Working in partnership

Secure	Strong	Strengths	Areas to Develop
<p>Leaders clearly communicate their</p>	<p>Leaders and staff build and sustain strong</p>		<p>Some pupils/families do not respond to support and/or</p>

<p>expectations of the importance of attendance and punctuality to families.</p>	<p>relationships with families, other local schools, local authorities and other partners to secure the best possible attendance</p>	<p>he school continually reinforces and explains the importance of attendance to the community via its communications.</p> <p>he Pastoral Lead works closely with pupils and families for whom attendance is a challenge. This may comprise home visits, support and welfare meetings, signposting to services. Plans and strategies are put into place for individual pupils. Significant success stories are identifiable in case studies.</p> <p>he school works in close collaboration with the Trust and other schools within it, with joint meetings, support groups, attendance panels and collaborative initiatives.</p> <p>he school works closely with two local authorities (Nottinghamshire and Nottingham) to provide support for families and also to apply enforcement protocols where thresholds are met.</p>	<p>enforcement and continue to provide a challenge to be addressed.</p> <p>A very small number of children miss extended periods of education due to prolonged family visits abroad, notably to South Asia.</p>
<p>Leaders and staff work collaboratively with families, other local schools, local authorities and other partners to improve attendance.</p>	<p>Over time, these working partnerships have a strong and positive impact on pupils' attendance, particularly that of pupils who do not attend well or have not attended well in the past.</p>		

Personal Development & Wellbeing			
Leadership of personal development and wellbeing			
Secure	Strong	Strengths	Areas to Develop
<p>Leaders have ensured a broad, engaging and inclusive programme of personal development that spans the core curriculum and extra-curricular activities. The programme covers the content of the statutory relationships and sex education/relationships, sex and health education framework. This programme:</p> <ul style="list-style-type: none"> □ develops pupils' character, motivation, confidence and resilience □ incorporates pupils' personal, social and health education, including in relation to their mental and physical health □ teaches the importance of equality of opportunity and respect for diversity □ prepares pupils for the opportunities, decisions, 	<p>The programme of wider opportunities is expertly designed and balanced. It is well suited to the school's context and pupils' needs, ambitions and aspirations. Leaders carefully track access to make sure that these opportunities are enriching, accessible and targeted. Pupils participate enthusiastically in a wide range of artistic, musical, sporting and cultural activities. They are proud to represent their school and community. Disadvantaged pupils and those with SEND benefit fully. Careers provision is of high quality, structured and sequenced effectively and fully integrated into the curriculum. It is tailored to the needs, ambitions</p>	<ul style="list-style-type: none"> • The school curriculum has been developed with the clear intent to support personal development and wellbeing. It is based on the core values of personal wellbeing, responsible global citizenship, human rights and sustainable development. • Assemblies celebrate the school values of: Respect, Creativity, Resilience, Pride and Equity. • Assemblies include collective worship, which is carefully designed to identify commonality between different groups in the community. Expert support is provided from Christian and Muslim community leaders. • Assemblies also focus on Protected Characteristics, Human Rights and UN Sustainable Development Goals. Children demonstrate awareness of these. • The school rules are clearly based around Respect and pupils know and demonstrate that is core to school life. • Pupils engage in curricular topics that develop these values and that lead to outcomes that involve a social/community action. • RSE is delivered via the well established SCARF programme of study. Staff have all received extensive training around the delivery of this. Extensive community consultation, including with religious groups, prefaced this and 'buy in' is extremely strong. 	<ul style="list-style-type: none"> • To further raise awareness of the offer of the Trust Children's Charter. • To continue to develop awareness of UN Sustainable Development goals. • To further develop existing celebrations around EDI to achieve greater equity with Christian festivals. • To remodel in-school transition to better support children, particularly those with potential anxiety.

<p>responsibilities and experiences of later life</p> <ul style="list-style-type: none"> □ broadens pupils' experiences and provides opportunities for them to develop their talents and interests in areas such as the arts, music and sport □ allows pupils to develop spiritually, morally, socially and culturally <p>Where relevant, there is an appropriate careers programme, which meets the Gatsby Benchmarks.</p> <p>The programme includes:</p> <ul style="list-style-type: none"> □ impartial advice and guidance, from well-trained staff □ opportunities for workplace experiences □ engagement with employers, colleges, training providers and universities <p>Leaders make sure that staff have the necessary knowledge and skills to teach the personal development programme.</p>	<p>and aspirations of individuals.</p> <p>Leaders work in continuous partnership with parents and carers, local employers and further and higher education institutions to provide a package of guidance, opportunities and experiences that help pupils decide on their next steps.</p>	<ul style="list-style-type: none"> • Pupil wellbeing is assessed termly with Leuven checks and a regular more-expansive wellbeing survey. Any non-positive outcomes are thoroughly investigated and pastoral action taken is appropriate. • The school day (extended) and week are structured strategically to facilitate dedicated time to additional personal development and wellbeing. All pupils experience ea carefully planned programme of enrichment activities during the school day. • All pupils enjoy daily time spent on wellbeing and mental health. They understand the importance for this and are equipped with skills and knowledge to support their own wellbeing and resilience. • Pupils represent the school in the Trust Parliament, sharing pupil voice and developing leadership skills. • The school led on the development of the Trust Children's Charter. Children are aware of this and the rights and expectations they have under it . • These is a programme of in-school transition, which aims to support wellbeing at this point in each year. This is to be further developed in 2025. • Following extensive research and staff training, The school is embedding the Creating Active Schools programme, bulilding 30 minutes activity daily (additional to PE and breaks). • The school has invested heavily in the development of the Arts and is expecting to achieve Artsmark. Children enjoy extensive opportunities to be expressive and creative. Creativity is a core school value. • There is an extensive offer of extra-curricular clubs; sporting and creative. Engagement with 	
---	--	--	--

		<p>these is tracked and analysed carefully, including by vulnerable groups. All groups are currently represented at least proportionally. Over 75% of pupils attend at least one after school club per year.</p> <ul style="list-style-type: none"> • Pupils have the opportunities to engage in musical events, performances, productions and competitive and friendly sporting fixtures. • All pupils have the opportunity to participate in residential visits and adventure activities in Years 3, 4, 5 and 6. Disadvantage pupils are supported in engaging with this. Engagement is high, typically 90%+ of any given cohort. • After careful research and considerable staff CPD, the school has introduced outdoor learning, similar to Forest School. This develops life-skills and resilience. • Pupil Voice is strong. A highly active School Council help leaders shape the school offer. • Other active pupil groups include Eco Committee, Digital leaders, Classroom Ambassadors, Sports Leaders. These not only gather pupil voice, but develop leadership skills. • Year 6 pupils enjoy a transition programme of study based on employment and financial management. • School works closely with local secondaries on transition and further prospects. • The school has a number of links with Higher Education establishments and actively promotes ambition with visits and workshops. 	
--	--	---	--

Personal Development & Wellbeing			
Pastoral Support and pupils' wellbeing			
Secure	Strong	Strengths	Areas to Develop
<p>Leaders' pastoral support is:</p> <ul style="list-style-type: none"> informed by evidence provided in partnership with parents and carers integrated well with external agencies, where appropriate well matched to pupils' needs targeted at pupils who may need extra support, guidance or care <p>Leaders and staff are vigilant about identifying pupils, or particular groups of pupils, who may be vulnerable or need additional support. Pupils understand and are confident in accessing pastoral care when they need it.</p> <p>Leaders listen to, and take account of, pupils' views.</p>	<p>All staff are active and highly vigilant in supporting and caring for pupils. Relevant staff have the necessary expertise to provide high-quality support and care.</p> <p>The school draws on strong and sustained relationships with parents and carers, and with external agencies, to provide pupils with the best possible care, guidance and support, especially disadvantaged pupils and/or those with SEND.</p>	<ul style="list-style-type: none"> The school has a full-time Pastoral Support Team, comprising the Teaching and Learning Lead (Vulnerable Groups) and the Pastoral Lead. The Pastoral Lead is trained in numerous aspects of child wellbeing and SEMH. All staff have been trained in aspects of supporting children's mental health and identifying vulnerability. Pastoral Support is informed by pupil voice – surveys, self-referral – and information provided by colleague and parents/carers, all of whom have direct access. There is a well-established Anti-Bullying Charter, of which all children and families are aware. Bullying is extremely rare, but is effectively dealt with when it does arise. Any allegation of bullying results in support and a period of monitoring. The Pastoral Team works closely with families facing challenges, including for whom attendance is an issue, especially around anxiety. Intervention and support is personally tailored. The team personally support numerous families in crisis. All pupils are assessed for vulnerability of an extensive range of measures – a vulnerability risk register is kept to inform intervention/support. Some pupils have regular scheduled intervention, others on an 'as needs' basis. 	<p>Re Refresher training on mental health – the recent starters have not had this.</p> <p>Reintroduce the termly wellbeing survey – it has 'slipped' in 2024-5 and was not completed at the end of Autumn Term.</p> <p>Follow through on plans for Further developing parental engagement</p>

		<ul style="list-style-type: none"> • Pupil and parent/carer voice feeds back on the perceived effectiveness of the pastoral team in annual surveys. • The pastoral teams work closely with external agencies such as Social Care, Health, CAMHS, the Local Authority. • The Pastoral Team effectively signpost families to support, where they cannot fulfil a need themselves. • All staff, including Admin, are aware of their pastoral roles and responsibilities. All staff know the children and families well and involve themselves in support. • Pupils complete a termly wellbeing survey and 100% of 'non-positive' responses are identified and followed-up by the Pastoral Team, and/or other leaders or staff. • School Council is highly active and has a direct connection to senior leaders, who note any concerns or suggestions. • School practice is based around a strong belief that parental engagement and building relationships are key. Following extensive research at other settings, there are significant plans in place from Spring 2025 to increase this further still from existing good practice and foundations. 	
--	--	--	--